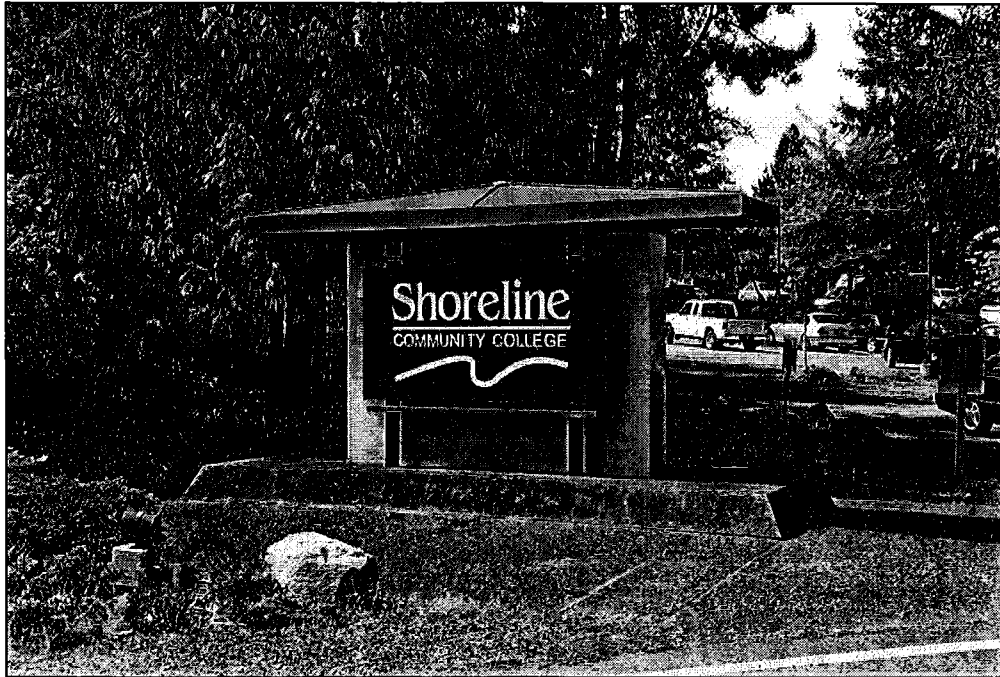


Shoreline Community College



CONNECT2COMPLETE WASHINGTON CAMPUS COMPACT

September 23, 2011

**Prepared for Washington Campus Compact
Letter of Interest for the Connect2Complete pilot project**

Title Page

Institution Shoreline Community College

Program Director

This person will be the point person within the community college responsible for communications and coordination with Washington Campus Compact.

Name: Aura Rios-Erickson
Title: Transitional Programs Advisor
Role with C2C: Program Director
Mailing address: 16101 Greenwood Ave. North, Shoreline, WA 98133
Phone: 206.546.4566
Fax: 206.533.6636
Email: aerickso@shoreline.edu

President

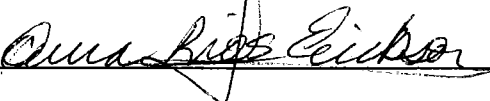
Name: Dr. Lee Lambert
Title: President
Role with C2C: Washington Campus Compact Board Member and Project Supporter
Mailing address: 16101 Greenwood Ave. North, Shoreline, WA 98133
Phone: 206.546.4551
Fax: 206.546.7857
Email: llambert@shoreline.edu

C2C Other Program Personnel

Name: Tonya Drake
Title: Dean for Student Services
Role with C2C: Planning Team Member/Letter of Interest Editor
Mailing address: 16101 Greenwood Ave. North, Shoreline, WA 98133
Phone: 206.546.6910
Fax: 206.533.6636
Email: tdrake@shoreline.edu

I certify that the contents of the Letter of Interest packet are true to the best of my knowledge, and that if chosen, the community college intends to participate fully in the C2C program.

Signature of Program Director:



Date: 09/23/2011

Signature of President:



Date: 09/23/11

Letter of Interest

Shoreline Community College (SCC) is thankful for the opportunity to submit a letter of interest for the Connect2Complete grant opportunity with Washington Campus Compact. The following items address the requested items for your consideration.

1. What are the college's mission/goals and current or past activities related to strengthening developmental education and/or college completion efforts?

SCC is dedicated to serving the educational, workforce, and cultural needs of our diverse community (Mission). The college has five college-wide core themes 1) educational attainment/student success, 2) program excellence, 3) community engagement, 4) access and diversity, and 5) college stewardship. Each core theme has meaningful and measurable objectives and indicators with six specific indicators for ABE and developmental education. The college has successful experience in strengthening developmental education and college completion efforts including curricular research on developmental education, career navigators, several I-BEST programs, Career Education Options (CEO), Learning Center North (LCN), and using its Student Achievement funds for a GED Advisor. The college has also provided leadership for the Transforming Pre-College Education initiative.

2. What experience does the college have with creating student opportunities for peer-mentoring, peer-advocacy, orientation, leadership, community engagement, and student voice?

SCC has a demonstrated history in creating student opportunities for peer-mentoring, peer-advocacy, orientation, leadership, community engagement, and student voice. Examples of student opportunities include the International Peer Mentors program, Legislative Academy, Voice Academy, sending students to rallies in Olympia, hosting "Civics Week" on campus, Multicultural Week on campus, and sending students to the annual state-wide Students of Color Conference. The Transitional Programs department developed a peer-mentoring program for ESL, GED, and ABE students through the assistance of AmeriCorps Retention Project members. In addition, the Career Education Options (CEO) program developed a "CEO Advisory Group" of current successful students in the program to build support for new and continuing students. Our Center for Service-Learning, coordinated by the Washington Campus Compact AmeriCorps*VISTA, works with our faculty, staff, students and community members to create civic engagement opportunities for our campus. In addition to on-campus programming such as social justice guest speakers and awareness raising activities, the CSL coordinates several service events including the MLK Day of Service Food Drive, End Summertime Hunger Food Drive, School Supply Drive, AIDS Walk Team, and Making Strides Against Breast Cancer Team. Each quarter designated courses engage our students in social advocacy with a 15-hour assignment to serve in a local non-profit.

3. Describe the college's leadership and collaboration efforts between different departments.

SCC has strong college leadership starting with President Lee Lambert who also serves as one of the board members for Washington Campus Compact. The President's Executive Leadership Team cultivates collaboration across departments and between campus constituency groups including students, faculty, staff, and administrators. The following provides one of many examples of cross departmental collaboration. Starting this fall 2011, SCC is undertaking a new year-long, campus-wide theme which

cultivates the notion of "one campus, one theme." This year's theme was developed using campus-wide input and the theme "food" was selected under the direction of IDS/Service-Learning faculty liaison Neal Vasishth. Faculty across divisions and departments will provide common class assignments while staff will create co-curricular programming and event activities all related to the food theme.

4. What unique characteristics, programs, resources, or activities of your college make it particularly well suited to implement this program (social media/technology, curricula, data collection, etc.)?

The college has a broad, multi-faceted approach built upon the foundational commitment to serve all students in our community. In these stressful economic times, the college leadership has reaffirmed that commitment to student populations such as ESL, ABE, GED, and developmental education, even while other schools cut resources for marginalized populations. To inform students and the community of these and other opportunities, the college uses multiple communication strategies. This broad approach allows the college to reach multiple constituencies using the methods that best fit their lives including the web, smart phone applications, emails, text messaging, Blackboard, Blackboard Connect, Facebook, Twitter, co-curricular transcript software, and in-person contacts from faculty, staff and students.

5. Describe your overall support to collaborate with other colleges and Washington Campus Compact to develop, implement and sustain a successful peer advocacy program.

The college joined Washington Campus Compact in 2007 and began building the partnerships necessary for success. Faculty and administrators continue to work with local schools, community service programs, government agencies and non-profit organizations to fulfill the Washington Campus Compact vision as "... vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life."

At SCC, partners include the YMCA, Hopelink, Center for Human Services, City of Shoreline, EarthCorps, Teen Hope, Shoreline-LFP Arts Council, Shoreline-LFP Senior Center, Four Freedoms House, Kruckeberg Botanic Garden and MsK Rare Plant Nursery, Wonderland Development Center, Briarcrest Elementary, Meridian Park School, Brookside Elementary, the Power of One Senior Volunteer Program, and over 30 non-profit organizations for service-learning.

SCC President Lee Lambert is demonstrating his commitment to collaborative ideals of Washington Campus Compact, well beyond serving as a one of its board members. For example, President Lambert is the pivotal player in an effort to find common ground for collaboration by SCC and four of its neighboring community colleges. Known as the Five-Star Consortium, the group is looking for better ways to serve students. Through a Memorandum of Understanding that took effect July 1, 2010, SCC and the consortium colleges are leading the state in finding service improvements and efficiencies that help all students.

Supplementary Questions

1. How many Pell grant-eligible students are at your college?

SCC had 1,970 pell grant-eligible students in FY 2010-2011.

2. How many work study-eligible students are at your college?

SCC had 2,725 work study-eligible students in FY 2010-2011.

3. What percent of work study students would you be willing to dedicate to this program?

SCC would be willing to dedicate up to 7% of work study students to the Connect2Complete program.

4. How many students are enrolled in at least one developmental education course?

SCC had a total of 3,381 (unduplicated students) enrolled in at least one developmental education course (including basic skills) in AYR 2010-2011.

5. On average, what is your projected number of C2C students that you would serve per quarter?

SCC is projected to serve a total of 250 C2C students per quarter (100 ESL, 50 GED, 100 new students including developmental education).

6. On average, what is your projected number of peer-advocates you would recruit per quarter?

SCC is projected to recruit 25 C2C peer-advocates per quarter.

7. What are the completion rates of students at your college?

According to the most recent IPEDS (2010) Data Feedback using the Fall 2006 cohort, SCC has a normal time (IPEDS definition) graduation/completion rate of 23%.

8. Describe the demographics of the college's high-risk students for non-completion.

The Washington State Board for Community and Technical Colleges tracks and reports on both academic and economic disadvantage, which are the primary reasons students are identified as "at risk." During fall quarter 2011, 750 students at SCC were identified as academically disadvantaged and 1,337 students were identified as economically disadvantaged. For AYR 2011, approximately 16% of the overall enrollment was identified as academically disadvantaged. Of this group, approximately 60% were identified as students of color. For AYR 2011, approximately 27% of the overall enrollment was identified as economically disadvantaged. Of this group, approximately 50% were identified as students of color.

9. Describe the demographics of your community.

According to the American Factfinder American Community Survey database for calendar years 2005 – 2009, the Shoreline Community College district had an absolute poverty level of 8%, which represents an estimated 4,085 individuals. However, many of the thresholds used to determine eligibility for financial aid in postsecondary education use the higher figure of 200% of the federal poverty level. When adjusted to 200% of the poverty level, the SCC district rate rises to 22.6%, which represents an estimated 11,836 individuals. It is important to note that a substantial number of SCC students live outside the official boundaries of the district. An especially large number of low-income students enrolled in basic skills, ESL and I-BEST programs live outside the district.

- 10. Will you be able to work collaboratively with the other finalists and Washington Campus Compact to complete the full Request for Proposal by Monday, October 10th? (This is a very fast turnaround time so you need to be sure that you have the staff in place to write a quality proposal in a short amount of time. Be sure to review the Request for Proposal before answering this question. We may try to meet face-to-face to collaborate more effectively as well.)**

The college is dedicated to working collaboratively with Washington Campus Compact and colleagues from other college finalist to complete the Request for Proposals by Monday, October 10th. The college will ensure the program director is given sufficient time to assist in writing a quality grant proposal with the full team.

- 11. Do you currently have a peer advocacy or mentoring program working on persistence and completion? If yes, briefly describe. If no, but have plans to develop one, briefly describe.**

The college started a peer-to-peer mentoring program last year as part of the Retention Project through Washington Campus Compact. The first year focused on creating the structure of the program, establishing mentor training and developing teamwork skills. The mentors participated in several community service activities. During the second year, the focus of the program is on recruiting, training, and expanding the mentor program to include not only our ESL and GED program students, but Career Education Options and High School Completion program students. The goal will be to integrate mentoring to become an official club (HEROES club). Achieving a club status would allow mentoring to become a permanent effort to assist at-risk students towards greater persistence and completion rates at our campus.

- 12. Do you currently have a data collection system to track student persistence and completion? If yes, briefly describe.**

In Washington State, the State Board for Community and Technical Colleges collects and validates data created by each college and converts it, once a quarter, into a Data Warehouse. This data include student demographics, classes, enrollments, transcript information, and completion information for each quarter. The college uses this data collection system to track persistence and completion rates of students from quarter to quarter, grades earned, classes taken and completed, and degrees or certificates earned. SCC has an internal team, known as the Data Resource and Assessment Group, led by the institutional researcher position and includes the budget director, business office director, registrar, and technology support services.

- 13. Do you have curriculum focused on leadership, learning communities, civic engagement, mentoring/advocacy, etc. that might be used to support the C2C program? If yes, briefly describe.**

SCC has several innovative curricula that might be used to support the C2C program including I-BEST, embedded service learning programs in the classroom, common campus-wide general education outcomes for degree completion, and interdisciplinary studies programs.

14. Do you have anything currently in place for incentivizing peer-mentoring/advocacy efforts? If yes, briefly describe.

Beginning fall quarter 2011, the HEROES student peer mentors program will partner with SCC Service Learning program. Peer mentors enrolled in qualifying courses will be able to count peer mentoring activities toward course requirements for credit. The college is in the process of acquiring software to track co-curricular activities and students will be able to create a co-curricular transcript that will include peer mentoring. SCC International Peer Mentors (IPM's) are hired through a selective process and are paid as hourly students by the college. The college foundation is also exploring options for providing stipends for C2C peer mentors.

15. Do you have any other funding from Gates to support student success? If yes, briefly describe.

In AYR 2010 – 2011, SCC received Gates funding from the State Board for Community and Technical Colleges to enhance the college's efforts to transition students from the entry level General Service Technician (automotive) program to the two-year AAST degree automotive program. A unique, integrated, context-based developmental class was formed to help students become ready to enter college level math and English classes that are required as part of the degree program. SCC will receive funding for a second year for this project, but will focus on further integration of math, reading, and writing skills into work-related contexts in both automotive and manufacturing pathways. In addition, six SCC faculty members received Gates grants to create open source curricula in a variety of academic disciplines.

16. Do you have the Retention Project (through Washington Campus Compact) on your campus? If yes, briefly describe your campus' project.

The college has a successful Retention Project through Washington Campus Compact, which includes a Retention Project Coordinator (AmeriCorps Volunteer). The project has focused on developing a solid and sustainable program infrastructure and has identified best practices in motivating students to participate in our program. The project includes both a face-to-face as well as a virtual presence on our campus. In January 2011, SCC received a College Access Challenge Grant to expand the services of the HEROES program to ESL students in local high schools. This year, the goal is to expand the HEROES mentor group to include high risk students from other campus programs. Additional goals include creating a funded student club in order to create sustainability for mentoring on our campus; integrating the program with classes by including classroom visits and presentations; having a stronger connection with the Career Education Options program; having multiple informational/resource workshops for students each quarter; helping students plan at least one annual event for SPLASH, a capstone festival that showcases learning; and increasing student involvement in service-learning activities.

17. Do you have the Students in Service program (through Washington Campus Compact) on your campus? If yes, briefly describe the project.

The Center for Equity and Engagement currently administers a 300 service-hour Students in Service program at SCC. The students who have enrolled in our program have intense support, encouragement, and supervision. Staff in this area worked closely with each of these students to locate volunteer sites and to also educate each student on the administrative requirements of the program.

- 18. Are you willing to provide leadership to other colleges in the state to cultivate a statewide learning network to strengthen persistence and completion using a peer advocacy/mentoring model? If yes, briefly describe your commitment/previous experience in this area.**

SCC is willing to provide leadership to other colleges to cultivate a statewide learning network. SCC has a long history of providing leadership to other colleges on innovative practices. One of many examples includes: SCC was one of the initial pilot sites for the innovative Integrated Basic Education and Skills Training (I-BEST) program. Since the pilot phase in 2005, SCC has become a leader in the development of new I-BEST programs and in sharing the I-BEST model with other colleges both in-state and outside of the state. Last year, over 100 visitors toured I-BEST programs on the SCC campus. I-BEST faculty and staff have presented at national conferences and at on-campus presentations. The current I-BEST director is a member of SBCTC's Technical Assistance team which is working with 11 other states on the adoption of the I-BEST model. The college has current representation in all statewide councils and President Lambert has taken a leadership role in creating the 5-Star consortium of regional community colleges.

- 19. Do you agree to incorporate the common elements for all Washington proposals into your proposal? (As the colleges collaborate on the proposal, they may identify additional common elements too.)**

SCC agrees to incorporate the common elements for the Washington proposal.

- 20. Are you committed to developing the C2C model and sharing that model with other campuses and stakeholders in Washington?**

SCC is committed to developing the C2C model and sharing the model with other campus and stakeholders.

- 21. Who will serve as the program director? Briefly describe his/her experience and leadership in the area of persistence and completion.**

Aura Rios Erickson will serve as the program director. Ms. Rios Erickson has extensive experience working with diverse populations both in educational settings and in the community. In addition, Ms. Rios Erickson has experience advising English as Second Language students. She has been active in the field of advising both regionally and nationally. She has published articles in this field and has been recognized for her work. In 2010-2011, Ms. Rios Erickson was selected to participate in the Emerging Leaders Program for the National Academic Advising Association (NACADA). Currently, she has been selected to serve in the national steering committee in advising. Ms. Rios Erickson also serves as the program supervisor for the Retention Project (Washington Campus Compact) and the College Access Challenge grant.

- 22. Is the program director able to attend the sub-grantee meeting November 9-10, 2011 (location to be determined)?**

The program director will be able to attend the November 9 and 10 meeting and any other meetings needed to be scheduled to work in partnership with others.

Vitae of Person to Oversee Program

AURA RIOS ERICKSON, M.A., M.P.A.

SUMMARY OF QUALIFICATIONS

Excellent public relations skills and broad speaking abilities developed through work experience and academic training. Experienced with project development and implementation. Bilingual educator able to interact with diverse populations and community members to accomplish goals, solve problems, and interpret policies. Personable, enthusiastic, and skilled at organizing and focusing the efforts of others.

EDUCATION

Master of Public Administration (1991), University of Washington, Seattle

Master of Arts in Spanish Literature (1995), University of Utah, Salt Lake City

Bachelor of Arts in Spanish Literature (1983), University of Utah, Salt Lake City

Bachelor of Arts in Economics (1979) University of Utah, Salt Lake City

WORK EXPERIENCE

Faculty Advisor – ESL/ABE/GED Programs

Shoreline Community College, Seattle 1999 - Present

Assist Program Director with the development and delivery of programs and services for English as a Second Language and Adult Basic Education students. Responsible for designing and implementing marketing and training plans. Provide academic assistance to help students evaluate and realize their educational career options. Facilitate relationships between the college campus and local social service organizations.

Program Coordinator/Program Manager

Community Interpretation Services, Seattle 1995 - 1999

Refugee Health Screening (HELLLP)/Interpretation Program, Seattle

Recruited, screened and hired interpreters and translators. Coordinated translation projects and translator training. Provided training to health providers on cross-cultural issues in healthcare. Solved conflicts between providers and interpreters. Responsible for the production of health related materials for public use. Designed and administered surveys to test health information materials. Supervised five full-time employees.

Diversity Fellow

Group Health Cooperative, Seattle 1991 -1993

Responsible for defining research objectives, designing survey tools, analyzing and interpreting results in support of a variety of Human Resource Development projects. Supervised and trained at-risk youth to assist with the file conversion process. Managed the implementation of a new employee file system.

Job Service Specialist

Bellevue Job Service Center, Bellevue 1993 - 1995

Performed in-depth interviewing of job applicants, analyzing job skills, and providing labor market information. Maintained and developed ongoing relationships with employers. Assisted Spanish speaking applicants with job search activities.

Academic Counselor

University of Washington, Seattle 1987

Provided career and academic counseling to students. Helped students in resolving problems affecting the achievement of their educational goals. Monitored and advised students on academic probation. Gave comprehensive presentations concerning University of Washington admission policies and procedures to prospective students.

PUBLICATIONS & PRESENTATIONS

- *Challenges in Advising ESL Students with Learning Disabilities*, Advising Today, March 2008.
- *A New Trend in Advising: ESL Advising*, Advising Today, March 2007.
- Book Review: *Statistics for People Who (Think They) Hate Statistics*, NACADA Journal, 2004.
- Book Review: *Program Evaluation: Forms and Approaches*, NACADA Journal, 2003
- Book Review: *No One to Waste: A Report to Public Decision-Makers and Community College Leaders*, NACADA Journal, 2002.
- Book Review: *Promising Practices in Recruitment, Remediation and Retention*, NACADA Journal, 2001.
- "The Role of an Academic Advisor in Promoting Integrity in a Diverse World – Are We Living in a Cheating Culture?", NACADA – National Conference, Indianapolis, Indiana, October 2006.
- "A New Trend in Advising – ESL Advising", NACADA – Region 8 Conference, Richmond B.C., April 2001.

COLLEGE SERVICE

- *Advising Task Force*, Co-leader-2007 to now
- *Advising Task Force*, Active participant – 2005 to 2007
- *Enrollment Management Committee*, Active participant – 2007 to now
- *CASAS CADRE member*, CASAS Trainer – 2001 to now
- *Diversity Committee*, Participant – 2002 to 2005
- *Employees of Color Caucus*, – Participant - 2000 to now

AWARDS

Selected for the NACADA Emerging Leaders Program.